SCIENCE FOR ALL

Facilitation and event management manual

About this document

This document has been written to provide guidance on facilitating and organising both online discussions and face to face events.

It includes detailed guidance on facilitating online discussions, including using Loomio. It also is intended as a guide for those organising 'Campfires and Science' events, including event management and facilitation instructions.

This document is a 'living' document, which will be regularly updated over time.

Audience

This document has been written in simple English, and is intended to support those working with Science for All in facilitating and managing our events.

Acknowledgements

This document was written on Wurundjeri land, in the State of Victoria, Australia.

Science for All acknowledges and respects the traditional owners of this land. We acknowledge that sovereignty was never ceded by Aboriginal peoples in Australia. We acknowledge this land was not peacefully settled.

We acknowledge the United Nations 'Declaration on the Rights of Indigenous Peoples' and acknowledge and respect the knowledge and cultures of all Indigenous peoples, leaders and Elders, past, present and future.

More broadly, we acknowledge all living things which have been here before us, are no more because of the actions of humans, are still here and will be here in the future, with help from the collective wisdom of humanity.

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Authorship

This document has been written for Science for All by Jack Nunn, Director of Science for All. Some content in the document is adapted from resources created by Jack Nunn for Science for All Cancer Support[1], with content used in accordance with the respective licenses.

Any feedback on this document is helpful, and you can share it at info@scienceforall.world

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Usage and sharing

This document is licensed under the Creative Commons Attribution-NonCommercial 4.0 International. Please note, in line with our Values, any use of any Science for All logos, or implying any event is endorsed or organised by 'Science for All' must be done with written permission from the Director of Science for All. Any events endorsed by Science for All must comply with a number of safety, legal and values-based checks.

Contents

About Science for All

'Science for All' is an Australian based international education charity that supports everyone in the world to get involved in shaping the future of human knowledge.

We recognise that many of the challenges facing the planet today do not have solutions which fall into categories such as 'public health', 'environmental studies' and 'education'. We recognise that knowledge takes many forms - this includes people who are subject area experts, people with traditional, Indigenous or local knowledge – and those with big dreams and big ideas. Our aim is to bring together experts from these diverse areas to work in partnership with as many people as possible by using a combination of free face-to- face events in metropolitan and rural areas, as well as online tools.   We do this is through projects like 'Campfires and Science', 'Wild DNA', 'Standardised Data on Initiatives' and facilitating connections between the public and researchers in both health, environment and education research.

Science for All is a charity registered in Australia (ABN: 37636063351 ACN: 636063351)

Involvement and inclusion

Science for All works to ensure that anyone, anywhere, can be involved in shaping every aspect of our work. All our projects are managed transparently in the public domain using online discussion tools. All our events and training are free to attend, for anyone or any age. All our resources are shared for free, in the public domain. Learn more about how you can get involved here: ScienceForAll.World/Contact

Ways of working and our values

Our ways of working are summarised in more detail in the 'Ways of working' document[2]. The most up to date version can be found here: ScienceForAll.World/About

Our Values can also be found at the same address, with an archived version available in the references[3].

Defining terms and concepts

What is moderation and facilitation?

While the facilitator and moderator of a group may be the same person, the words require different tasks to be carried out.

Facilitating discussion

The word 'facilitator' comes from the Latin 'facilis' meaning 'easy'. In a literal sense, to facilitate is 'to make things easier'. Facilitators are not always subject experts, but attempt to draw on the existing knowledge of the participants, and to then 'facilitate' them to use their own skills as well as directing people to other appropriate places to continue their learning. Facilitators focus on the foundations of modern adult education:

- o establish existing knowledge
- o build on it and keep it relevant

Facilitators should aspire to have a neutral role, meaning whatever your personal convictions, you aspire to not support a particular position in the discussion. Naturally both conscious and sub-conscious bias may affect facilitation and facilitators may wish to disclose any discussion areas where they feel they cannot be neutral.

Be careful about attempting to establish consensus. This is almost never required – and a more effective method is to involve the group in finding and agreeing themes, grouping ideas and comments and organising the discussion. At this stage the facilitator may wish to ask the group if there are any actions or next steps that some members of the group would like to agree to. If and when consensus is required – Loomio offers a number of tools which allow people to make collective decisions.

The main tasks of a facilitator include:

- Introduce yourself at the start and encourage everyone to do the same
- Make everyone feel welcome and safe
- Start and close discussions
- Involve everyone in agreeing boundaries and how they will be managed
- Attempt to include everyone equally in discussions
- Seek clarity when required, asking open questions where possible
- Thank someone the first time they contribute.

It is important to note that facilitation is a skill which can be developed – some people are professional facilitators – and there is always more to learn. It can be a good idea to find or establish a 'community of practice' with other facilitators in order to share learning and best practice. Science for All offers different communities of practice for the various different kinds of facilitation we support.

Online facilitation

Facilitating discussions in asynchronous (not simultaneous) online spaces requires careful thinking about how to ensure people will remain engaged, feel welcome and be able to participate. While Loomio can create an environment where facilitation can be a collective act (people tag each other

in comments) – agreeing at least one person as the facilitator can help ensure the discussion is effective. As a facilitator you should:

- **Ensure everyone understands how to access the discussion** and see if anyone needs practical or technical support before joining
- **Introduce yourself at the start and encourage everyone to do the same.** You may wish to consider asking people to share what they hope to get out of the discussion and bring to it.
- **Ensure that people understand how they will be kept up to date with the discussion** - if it is over a period of more than a day then people may wish to have email updates – (please note Loomio has settings for this which are explained in the document 'Introduction to using Loomio' – ensuring people have this set up correctly can be the difference between an engaged group and a disengaged group).
- **Thank someone the first time they contribute**. There is an art to online facilitation which requires a balance between 'lurking' (monitoring a discussion but not contributing anything) and over-contributing, the equivalent of talking too much and not creating airspace to listen in a face to face discussion. As a rule of thumb – waiting an hour or two for other participants to respond to a comment gives the group time – but it is essential that everyone is thanked at least for their first contributions. If someone is contributing lots and no one is responding, or if someone has said something you feel others might agree or disagree with - consider neutral comments like:
    o Thank you for your comment. What do other people think?
    o Thank you for that – an interesting perspective. Are there any other perspectives?

These neutral comments can be effective ways of teasing out a discussion about an area where there might not be consensus – and should hopefully avoid the facilitator revealing their own perspective and thus risking neutrality.

Agreeing Boundaries

Like any effective discussion, online discussion requires boundaries in order to function. While the facilitator introduces the boundaries and asks people to agree to them, the moderator is the person that the group agrees upholds these boundaries. Boundaries can include:

- behaving in a certain way (not harassing people)
- having an agreed topic or way of working
- having an agreed timeframe
- word limits – agreeing posts will be under a certain word length

A document called a 'terms of reference' can be helpful if the online discussion is a working group with a specific aim or purpose. If it is an online discussion, then as a minimum an initial discussion on boundaries needs to take place – which might be in the form of a document or list of boundaries and asking members of the discussion if they agree with them, have anything they'd like to add or remove.

Helpful resources

- The 'Six R's' is a good example of some questions to attempt to answer when working in any kind of group.

- Involving everyone in [answering these questions](#) can be a helpful way of establishing group working online or face to face
- The [Loomio Facilitation guide](#) has a wealth of further resources.

Moderating discussion

Moderating something means to keep it with certain boundaries. Noting that a facilitator and moderator may be the same person or different people, in group discussions (face to face or online), a moderator has the important role of attempting to do this with discussion. Effective moderation will:

- o improve trust in the group discussion
- o help people feel less vulnerable and possibly more willing to share views and perspectives
- o protect people from abuse or harassment

As a moderator you should protect people from abuse or harassment and ensure the discussion is appropriate, within the agreed 'Terms of Reference'.

The facilitator will establish that a moderator has the permission of the group to uphold the agreed boundaries, or explain they will also moderate discussion.

Face to face moderation

A moderator may:

- challenge any behaviour or comments which are considered outside the group agreement, terms of reference or other agreed ways of working
- respond to complaints received about someone's behaviour
- Intervene in a discussion if it has become inappropriate or unsafe (noting these terms need careful defining in advance).

Note: failure to challenge speech or behaviour which is inappropriate, threatening, harassing or other kinds of unacceptable speech or behaviour (including 'hate speech') can be seen by other participants as an implicit acceptance or support of such behaviours. Consider labelling the behaviours, and explaining why the behaviour is inappropriate, not necessarily the person themselves.

Online moderation

A moderator may:

- o delete messages which are outside of the boundaries agreed by the group (for example, offensive comments).
- o organise the thread - merge, move or split threads (working with the facilitator where appropriate – if the role is split)
- o Remind people about word limits if posts are too long
- o answer participants' concerns about the forum and respond to any complaints

What is Loomio?

The online platform Science for All uses for our discussion is called 'Loomio'. Loomio is discussion software. It is a free, secure, open source software web application. It facilitates discussion between people with an internet connection, anywhere in the world. It is on Science for All servers and we make no intellectual property claims on discussions. Loomio can be used with most web-browsers on computers or internet connected smart phones. Learn more at loomio.org

Administrators

Administrators are not moderators or facilitators – they are usually people with specific data access permissions to grant other users more permissions. While one person may act as all three - in Loomio, an administrator can control which users can do the following:

- invite people and approve requests to join.
- create subgroups.
- start new threads.
- update the context and title of any thread.
- edit their own comments at any time.
- start proposals.
- vote on proposals.

For more information about Loomio visit: https://www.loomio.school/

Discussion tools in Loomio

The keys tool as a facilitator and moderator is the 'Dashboard' which should show the most recent threads and the threads you have unread comments in. You can also control your email alerts to a daily summary or real time update.

Levels of discussion

Group level	Groups are created by administrators. Membership and secrecy is strictly controlled – only invited members can see this content. Note that public groups can have private threads – be sure you and all participants understand privacy settings at all times.
Thread level	Within each group are different 'threads' – for example the 'Welcome and Introduction' thread. Please make sure everyone in the group is invited to every thread you start! If you don't select 'invite everyone in the group' when you set up the thread, it will sit there empty with no one invited to see it. This is not obvious if you have an admin view and can see all threads. Once people are invited to threads, everyone in the group can usually see everything posted in the thread- be sure to check your privacy settings. If a 'Thread' goes 'off topic' or is 'hijacked' it is possible to 'fork' the thread – that is, split some comments from that thread into new thread. You can select the 'off topic' comments and move them into a new thread if it is s distracting from

	the main discussion. Do this carefully and only if necessary as it might take some explanation.
Comment (parent level)	This is the first comment level – the parent level
Comment reply (child level)	This is the reply to comment level – the child level Like in Facebook – people can reply to a comment, but people can't reply to the reply – one level is the maximum depth. So in this discussion there can now be only new comments or replies to those comments at that same level However, as facilitators we can encourage people to do two things. Firstly they can link to a previous comment (or any URL!) – for example: 'Like @Jack said earlier, it's possible to link to specific comments like this one https://loomio.....' Please note: people can either embed the link URL in their text reply (perhaps using brackets) if they want to refer to multiple links or they can hit the paperclip and 'attach' the URL to the whole comment (click around to see what I mean). Secondly people can 'tag' people in comments – for example 'I can tag @jack in a comment if what I'm saying might be relevant to things they have said previously'. Both the above methods are ways of allowing more complex discussions with only two comment levels.
Sub groups	These can be created within groups and is effectively just a way of nesting a group within another group. For example – an organisation might have a 'finance' sub-group.

Starting decisions and agreeing actions

One of the most helpful features of Loomio is the ability to collectively make decisions. As the facilitator, if the group feel it is helpful, you can use a number of tools to help make collective decisions or explore variation in views and perspectives.
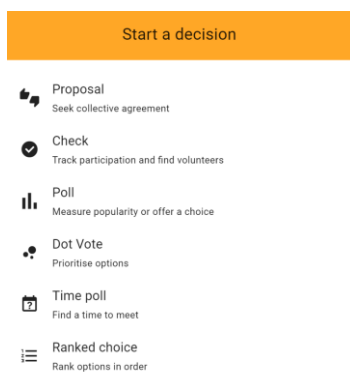
Organising events

Science for All organises many types of events, including online events (courses, webinars, online discussions) and face to face events (including 'Campfires and Science' events, courses, lab sessions and other meet ups).

Each event requires careful planning and this section is a general guide for different types of events.

Organising indoor face to face events

Selecting venues

It is important to consider the effect of where the venue is and what kind of building or organisation it is. For example, if it is a building in a hospital, consider what effect might this have on someone who has just finished treatment. Similarly, venues with specific cultural associations should ensure they are run by organisations aligned with Science for All's Values. In most cases, generic city centre venues can be more appropriate, or Universities, sporting venues, libraries and community centres can offer cheaper or even free venues ,often with good transport links.

Essential	Desirable
- Disabled access, toilets and parking - Accessible by public transport or by a short taxi ride from public transport (no more than 3 miles). - Easily moveable chairs	- Venues should have a good source of natural daylight. - There should be space to move around comfortably - No long boardroom style tables as these are difficult to work with and should be avoided when possible. - There should be space for joint session as well as for break out areas.

Organising outdoor face to face events

Campfires and Science events

Facilitation guide

There are distinct stages to the 'Campfires and Science' events, with detailed instructions below for certain sections.

The stages are usually:

- Arrival and set up
- Formal welcome and introduction

The next stages can be in any order:

- Activities
- Shared meal (breakfast, lunch, dinner)
- Focus session with speakers

The event should be formally closed, and appropriate people thanked and the camp left tidy, the fire safely extinguished.

Welcome and introduction

Time: Fifteen minutes max
Learning aims: • To welcome people to the event and ensure that participants feel safe, comfortable and relaxed • To provide a general outline of the event, why and how it is being run along with a brief background • To identify key contacts and staff (qualified first aiders, camp managers, facilitators, other relevant people) • To give participants chance to introduce themselves, if time **Learning outcomes:** • Participants will be able to explain emergency evacuation procedure, qualified first aiders and other important safety information • Participants will be able to explain the purpose of the day
Key learning point: • The facilitator's role is to make sure everyone understands stagey information, aid group discussion and shared learning • Participants know about the fire safety arrangements and first aid • Participants know the intended timings for the day including the finish time and food arrangements • Participants are comfortable with the word 'experts' and any know who invited experts are

Please see the next page for learning activities for this area of learning.

Learning activities

Area of Learning: Welcome and introduction

Lead a conversation about the day using this script below:

About the event:

This event is an introduction to getting involved in science, and the different ways in which people can work together in partnerships to improve the quality of science and research.

Why we are doing it:

Science is for everyone, and everyone can help shape the future of research.

Science for All works to help involve everyone in shaping the future of human knowledge. We recognise that many of the challenges facing the planet today do not have solutions which fall into categories such as 'public health', 'environmental studies' and 'education'.

We recognise that knowledge takes many forms - this includes people who are subject area experts, people with traditional, Indigenous or local knowledge – and those with big dreams and big ideas.

Our aim is to bring together experts from these diverse areas to work in partnership with as many people as possible by running events like this, and facilitating connections between the public and researchers in both health, environment and education research.

By supporting people to get involved in science and by helping researchers and funders of research work in partnership with the people they are trying to help, we can:

- Help prioritise what kind of research is funded
- Help research to be better planned
- Improve the experience of research participants
- Ensure the results of research are shared and translated into improved lives and eco-systems

This can only be achieved by the public working in partnership with Governments, academics, and industry. The role of charities is central to ensuring that everyone has a chance to help shape the future of research.

Fire safety and domestics (see 'ready to start?' section)

Style and delivery

Science for All promotes any kind of learning environment which encourages shared learning, group discussion and experiential (active) learning.

The idea that we all have something to give and something to learn is central to any of our learning opportunities and all our facilitators are encouraged to create a space in which people feel they can share openly.

Where possible, the facilitator's role is to encourage participants to share their existing experience and knowledge both in small groups and to the room.

For more detailed information, see the section on 'Delivery style'

Language

Explain the term 'expert' and why it is used. We recognise that an expert is in the eye of the beholder.

Explain the word 'science' means knowledge, which can take many forms. It is distinct from the 'scientific method', which is a way of asking questions in a standardised and repeatable way, to generate new knowledge.

Reinforce that all acronyms should be avoided as these can alienate people.

Background

Discuss background of 'Campfires and Science' and how it got started.

Caution

This event is not the explanation of everything to do with science and research and patient/lay involvement – It is opportunity to become familiar with some of the terms, its language – imagine it as a day trip before going to live in another country – new language, dialect (jargon) as well as climate and culture. This is the start of a journey. There is NO test at the end to check on knowledge gained but hopefully an appreciation and some inspiration!

Behaviour and conduct

"These events are designed to make anyone feel welcome, of any age or background. Part of our duty of care for ensuring that is that we all agree to make this a welcoming, safe and courteous place to be. We welcome discussion, but polite and courteous discussion".

Ask if everyone agrees to act in this way, and if there are any other behaviours people would like to highlight or add to a group agreement?

Note that people of all ages attend these events, and while we note that discussions around the campfire might go well into the night (or have people coming and going on spotlighting trips through the night), we ask people to keep their voices to a 'quiet conversation' level once some people have started to go to bed. Tents are not soundproofed. Similarly, if you are light sleeper, don't pitch your tent too close to communal areas.

Action

We also want to help you leave having committed to a few actions or next steps.

Resources

Campfire (optional)

Focus session

At a certain point of the event, we invite speakers to speak around the fire, and other participants to listen respectfully. It's important to create boundaries and expectations here (time – how long will it go for?) and expectations (when can we asked questions?). Each facilitator can judge how formal or informal to make these sessions, but should note that 'welcome to country' ceremonies performed by Aboriginal Elders should be given full attention and respect by those who wish to attend.

There may be particular learning outcomes for the focus session, which you may wish to prepare in advance. A suggested template is provided here.

Example activity or discussion
Area of Learning: This is the defined area of learning or subject that this activity covers. For example 'Fire safety'
Learning aims: A learning aim is the purpose or reason for exploring this area of learning. For example, a learning aim might be 'To understand the importance of fire safety and help save lives' **Learning outcomes:** An 'outcome' or result of this learning should be that the learner knows, or can do, certain specific things. For example, 'The learner is able to explain the importance of fire safety'. Because the outcomes can be quite broad, most areas of learning have the *key learning points* listed, which is an attempt to articulate the essential details and facts (See below).
Key learning point: This is the essential knowledge that must be communicated by the trainer and understood by the learner. It is often more specific than the outcomes and measures and is designed to be used to help assess learning. For example, some key learning points might be 'A knowledge of the location of all the fire escapes in the building' or 'The knowledge that lifts must not be used in a fire'. **In some cases, it may be important to add 'local' or specific information that applies to where the learner will be applying their learning**. For example 'The fire siren is tested at 10:30am every Friday in this area and the learner should react appropriately'.

Application of learning outcomes
In some cases it might be necessary to explain how learning can be practically applied. An example of applying a learning outcome would be 'knowing what to do when you hear a fire alarm, knowing where the nearest exit is, finding the nearest exit and exiting from it safely' as opposed to a more abstract understanding of the concept of 'fire safety'. Another specific application of learning could be 'knowing not to exit the building upon hearing an alarm at 10:30am on a Friday'.

Learning assessment
None of these activities has a formal assessment, but much of the learning can be assessed informally through the use of questioning, asking a learner to summarise or observation. Checking an understanding of the key learning points will help ensure the aims and outcomes have been met.

Learning activities
Area of Learning: for clarity, the area of learning is assigned to an activity
These are suggested activities, resources or handouts. These can be worked through with the learner to help explore the key learning points in (hopefully!) an interesting and engaging manner. Because all learning activities are suggestions, they provide an opportunity for any facilitators to develop or use their own resources. The learning activity can be very flexible, as long as the aims, outcomes and the key learning

points have all been met. In these notes, there may be more than one activity for each area of learning. Facilitators may chose which to use or design their own.

Resources
These are the relevant handouts or resources that you could use for the activity.

Focus session suggested script

"Focus – a word we all know – but did you know that focus is the Latin word for 'hearth' – a place in the English language where – hearth comes from – the fire place. It is from this word, we get heart. To get to the heart of things we must therefore focus.

This point of the evening is where, around our own campfire – we invite your focus on our speakers this evening. The format will be [insert format]"

"I'm going to give a quick introduction for 5 minutes, but I'm going to do something more shocking than that – I'm going to not talk for 10 seconds – then I'll start talking again. And in that ten seconds I want you to concentrate on the feeling of silence- of absence of talking – of the power of your focus when it is internalised – and the power when it is given to others. So now, for 10 seconds – (stop here – count. Do all ten. Do 15 if you're brave). I stopped talking. And with that pause for thought, tonight, we have x speakers….

Suggested format:

- 5 min intro

- 5-10 minutes of talking each max– 5 minutes of questions and answer – 3 times – 45 minutes

- 15 minutes of questions – then people free to stay or split into multiple conversations.

Note: Time can be adjusted for number of speakers, but ideally a session won't go for more than 1 hours - with 30 minutes being the recommended maximum time to demand focus (if only because people gotta pee!).

Suggestion: If there is an evening part of the event – consider having a pre-dinner session – then a dinner break, then a post dinner session – or a pre-activity session – then post activity session (maybe one or both in daylight). Then you can advertise strict start times without having to curtail a wonderful natural flowing.

Ideally the natural and best format to aim for is a gathering for dinner (after a camp intro – not a focus session intro)

Checklist and timeline when facilitating a event

If you are involved in facilitating 'Campfires and Science' this sections gives a checklist with some helpful hints and tips about the things that will need doing and in which order. For a more detailed explanation of who will be doing different tasks when organising an event, see the section ['Who does what when organising a 'Campfires and Science' event?'](#)

Initial request

If you are asked to facilitate an event, you should check the following:

Qualified - If you've been asked to facilitate an event ensure that you have a record of evidence that you have been trained to run the event. Some Centres will also require evidence of additional qualifications such as Equality & Diversity training.

When and where – Once you've been asked to facilitate an event you'll need to confirm your availability as soon as possible. Online tools such as doodle.com can make finding dates easier. For your records, ensure that the person organising the event has confirmed, in writing, the date and location and be sure to respond in writing. This is usually done via email. The centre will then contact their local Science for All contacts who will ensure that the date appears on the Science for All public calendar.

Main point of contact – It's important to establish who your main point of contact at the centre will be. This contact will be the person who is organising the event at the Centre who you will go to first for everything regarding this event, including all financial and administrative issues. The Centre will also be organising the venue and catering, so ensure you know all the information participants might need.

Travel and accommodation – Do not book or pay for any travel or accommodation without confirming with your main point of contact. Centres may have specific guidelines about what travel, accommodation and expenses may be claimed. This must be agreed in advance between the facilitator and the Centre. In some cases, Centres may book travel and accommodation for you but in all cases they should offer to pay these costs.

Needs of participants – Science for All has created a registration form for participants to complete before attending events. This collects information about whether people consider themselves to have a disability or any other condition which may affect their ability to participate in the learning activities. It also collects information about what people hope to learn and how they hope to apply it. Prior to running the event it is important that Centres share any relevant information with you in good time (in accordance with the Data Protection Act 1998). Where appropriate, you must use this information to suitably adapt the material delivered in your session to match the desired learning outcomes of the participants. If you have difficulty accessing this, please contact your centre or local Science for All contact. If the facilitator thinks a meeting BEFORE the event is required, the centre must agree this and any additional costs.

Resources – Are there any local trials or research taking place that the organiser can send you any information about? Can they send you through some Patient Information Sheets or bring some along? If necessary, identifying information (such as names) can be removed.

A few days before

At least 7 working days before, you should check the following, allowing for time for things to be delivered if you do not have them:

Materials and resources – you should agree with the Centre who is providing what and what will be needed where (food, firewood, learning resources). Centres should cover all materials and resources costs and facilitators should check with their main point of contact before buying anything

themselves. This should be informed by the numbers and needs of participants and their desired learning outcomes. If you're planning on using a projector or any other technology or learning aids, ensure that you have informed your main point of contact. Ensure you have checked the kit list in advance.

Camp layout – this can be a good time to confirm the camp will be set up in a way that will save you having to do this on your own on arrival. For example, is there a fire pit, are toilets well signed, is there a safe camping area (not underneath large trees).

Directions and contact details – Do you know where you're going. Who do you call if there's a problem? Do relevant people have your contact details?

Delegate list - For reasons of fire safety, you MUST have a register of all participants (as well as the facilitators). Make sure this is sent to you and printed off or stored on a well-charged electronic device.

At the venue

On arrival at the venue you should check the following things. Please note that you should arrive at least 1 hour before the start of the session to allow time:

Safety and domestics – Find out where the road entrances and exits are. Locate the toilets and any disabled access toilets. Is there toilet roll and handwashing facilitates? Is there any food or tea and coffee? What time is this arriving?

Welcome and signs - Is the venue signed and easy to find? Does any receptionist or person managing a venue know the plans? Is anyone able to welcome and direct people, including helping with parking (wearing high-visibility clothing)?

The camp space

It is very important that you take charge of how the camp is set out, remember, it is your event and you need to be as comfortable with it as much as the participants do.

Ensure the area for food preparation is set up, and food is stored appropriately (non-human animals can't get in, and not in direct sun). Is there a space to store valuable electronics and other items out of the rain, or locked up if need be?

Ensure that the camp is welcoming and tidy by making and food and drink accessible, and checking everyone has their needs met. Look for 'lost' looking people and ask if they are ok, they might have forgotten something small (or big!) and not know who to ask for help.

Consider writing a welcome note, the name of the event and your name in a visible place, such as a paper sign or chalk board.

The campfire:

The configuration of chairs around a campfire can really affect the group dynamic. You may want to experiment until you find the seating that suits you best. With all configurations it's important that everyone can see you, no delegates are hidden behind others and that each feels you can communicate with them both verbally and with eye contact.

Ensure that anyone with sight or hearing problems is seated appropriately.

Effective configurations include:

- 'camp fire' arrangement - where everyone sits in an inward facing circle. This also avoids having tables in front of people.
- Half moon of chairs with the facilitator at the front.

The campfire is not just a 'nice to have' feature, on cold nights it needs to be kept going at a comfortable temperature (not too hot, not too cold and not too smokey!). General fire craft should be observed, and any wet wood needs stacking and drying nearby, and it must be managed and supervised appropriately at all times (see 'Fire Safety' section)

As participants arrive

- Welcome people as they arrive, introduce yourself (and if necessary your co-facilitator) and thank them for coming. Agendas normally allow 1 hour min for arrival and settling in and setting up tents. Offer to help anyone on their own or any groups who look like they are struggling, especially if it is windy or about to rain!
- Ask people to sign in or tick them off as they arrive. **The list of delegates must stay with you all day for reasons of fire safety.**
- Leave the broad introduction until all are present or until the scheduled start time or 'Focus session'.

Ready to start?

- Welcome people and thank them for coming and give a brief introduction about the event.
- If time, get people to introduce themselves, what they'd like to learn or gain from the event.
- If appropriate, ask them if they want to share what motivated them to come to the day.
- Clarify event content, format and mutual expectations of the day and ask if anyone has any anxieties about the day.
- Prompt a discussion and consensus about the following:

  - **Fire safety and alarms** – make sure people know about these
  - **Toilets** – do people know where they are?
  - **Clock** – agree times for food, activities and finishing. Does anyone need to leave early (mention they'll need to fill in an evaluation form before they do).
  - **Spelling tick** – all spelling is korrect
  - **Thermometer** – people should say if the fire is too hot or cold
  - **TLAs** (with a line through it) – This stands for 'three letter acronyms'. Please try to avoid using any acronyms as they can alienate those who don't know them
  - **Hand-up** – mention that people should feel free to say anything at any point, but some people find this hard and if they prefer they can raise their hands to signal they want to speak
  - **Question mark** – Remind people there is no such thing as a stupid question. Ask if would people like to add anything else?

During lunch and dinner

- Ensure that people know where food is and that everyone's preferences have been catered for.
- Talk to any participants who might need extra attention and encourage networking where necessary.

Close

- Collect evaluation forms – (send hard/electronic copies to Science for All contact)
- Encourage participants to swap contact details
- When leaving the venue, try to leave it as you found it.
- Ensure that relevant venue staff know you have left.
- Relax!

Facilitator selection and training

Selection

Science for All welcomes applications from anyone who wishes to facilitate 'Campfires and Science' events. After an application has been received, we will have an initial conversation to explore mutual expectations, and will then invite facilitators to be trained. If there are more applications than we have capacity to training, we will refer to the 'Ways of working' document in order to select applicants.

Centres and sponsoring

Science for All is working in a new way to support training facilitators. We are creating 'Memorandums of understanding' with partner organisations who want to become centres for hosting 'Campfires and Science' events. Science for All commits to training local facilitators, while the partner organisation commits to paying for the time of the facilitator and running a certain number of events over a specific period of time, and to providing the funding required to ensure the work aligns with 'Quality Assurance Framework'.

Recruitment will be led by the centre and any agreement to do work by the facilitator will therefore be an agreement between the centre and the individual facilitator, although Science for All provides templates for working agreements, and all work is done within the 'Quality Assurance Framework', defined in this document.

Mutual expectations

We will offer support to the develop skills and knowledge of anyone who is interested in becoming a facilitator. The training is a two-way process, with the person being trained and the facilitators giving constant feedback about how the training is going and how they think it appropriate to continue.

It is likely that some people will start being trained, and may feel it is not for them. Similarly, some people may be trained, but the facilitators may not feel that they can develop the skills or knowledge of the individual to a level required to facilitate an event. If this is the case, other options will be explored for the individual. This might include becoming a buddy or mentor in their local area for others involved in organising 'Campfires and Science' events.

Facilitator training process

There are 4 days in total which facilitators will be paid for. Below is a summary of the process:

After an individual has expressed an interest or applied to become a facilitator, someone from Science for All will arrange a time for a brief and informal conversation in person or via telecommunications. The next stage will be coming to observe some training.

Stage	Description	Rate of pay
Pre-training	Anyone who is interested in being a facilitator should have attended and participated in a 'Campfires and Science' event before they can begin being trained as a facilitator.	Generalist ($50 an hour)

First session - shadowing	To provide an opportunity for the associate facilitator to gain experience in how the facilitators' manual and other resources are used to achieve specific learning outcomes.	Generalist ($50 an hour)
Second session – leading with support	To provide an opportunity for new facilitators to gain experience in using the facilitators' manual and other resources to achieve specific learning outcomes. Please note that some individuals may wish to have more sessions before their assessment while others may chose to remain at this stage and be co-facilitators indefinitely.	Generalist ($50 an hour)
Third session – assessment	To provide an opportunity for associate facilitators to gain experience in using the facilitators' manual and other resources to independently run an entire event. They will be observed to ensure that they have achieved specific learning outcomes and to offer feedback, using the Quality Assurance Framework	Specialist ($100 an hour)

Bilingualism

In some cases, individuals may wish to apply to become facilitators but deliver events to audiences where English is not the main language used. Currently, all the documentation and learning resources are in English, but it may be possible to rely on oral communication, with some resources translated where the facilitator feels it necessary. If a facilitator wishes to be assessed in another language other than English, then additional arrangements can be made to have someone who speaks that language be present at the assessment and support the Senior Facilitator to assess them against the assessment criteria.

Facilitator Assessment

The most important aspect of 'Campfires and Science' is the Quality Assurance Framework. As Science for All may not always directly employ facilitators, it is important that we can work with partner organisations to develop trust in our facilitator training, so that we can 'vouch' for individuals who have been trained by Science for All.

It is important that the assessment process is one which encourages learning and improvement and should be seen as 'double checking' that a facilitator is ready, rather than a test or examination. In order to create a record of facilitator training, there are certain formal aspects to it and documents, but the spirit of the process should remain one of learning and sharing.

In practical terms, the facilitator assessing may wish to join in and take part in activities. How and when they will participate should be agreed in advance, as the facilitator being assessed should have an opportunity to demonstrate they are capable of facilitating independently.

Once the facilitator has been signed off, they will receive a certificate and be added to the central database of facilitators.

The term 'internal verifier' is used in this context to mean a member of Science for All staff who is signing off facilitators after seeing sufficient evidence.

In order to gain a certificate allowing them to facilitate 'Campfires and Science', associate facilitators must be formally assessed. This section outlines the process and the documentation that is required.

The formal methods of assessment are:

Type of assessment	How it is carried out	Who assesses this
An assessment of the facilitator while facilitating an event or in a simulated environment.	A senior facilitator will observe the associate facilitator carry out the event or part of the event and ensure the **Associate Facilitator certification statement** is signed.	Senior facilitators, checked by internal verifier.

If the above method of assessment is not possible, a combination of the methods below is acceptable, though not preferable:

Type of assessment	How it is carried out	Who assesses this
Case studies	The associate facilitator must give two case studies which evidence at least two of the assessment criteria.	Senior facilitators, checked by internal verifier.
Reference	A written reference from somebody at the centre where the event was delivered.	Internal verifier.
Feedback forms and a self-assessment form	Sent to internal verifier.	Internal verifier.

Facilitator Assessment guide

This guide has been written to help senior facilitators assess whether an associate facilitator is ready to be 'signed off' and recommended as a facilitator who can lead independently of other facilitators.

Each individual assessor will give feedback in their own way, but documents and templates have been provided to help structure the assessment to ensure that all aspects of the facilitation were lead well.

The most important thing is that the entire process is useful to the person being assessed as well as helping ensure the individual ready to facilitate independently. The process must also be courteous, respectful and in line with our Code of Conduct in our 'Ways of working'.

Assessment documents

On the next few pages are the documents relevant to assessing an associate facilitator. Please note that the only document which is **required** in order to certify a facilitator is the 'Associate Facilitator certification statement', the rest are optional or for reference.

- **Associate Facilitator certification statement -** to be signed by senior facilitator and associate facilitator (and copied to Centre and Info@ScienceforAll.World)
- **Assessment Criteria** - to be completed by a Senior facilitator and reviewed by the internal verifier
- Detailed Science for All Assessment Criteria – Optional – things to look for
- **Assessor prompt sheet** - Things to look out for
- Appeals complaints and disputes

Associate Facilitator certification statement

The named associate facilitator's signature below indicates that the associate facilitator:

- Has met all the assessment criteria, to the best of their knowledge
- Has completed a self-assessment
- Agrees that any work submitted is their own
- Believes they are capable of facilitating 'Campfires and Science' independently
- Has read and understands the Facilitators' manual
- Understands where they can go for additional support or training

Name of associate facilitator:

The named senior facilitator's signature below indicates that the senior facilitator:

- Has seen sufficient evidence that the associate facilitator has fulfilled the assessment criteria.
- Believes the associate facilitator is capable of facilitating 'Campfires and Science' independently

Name of senior facilitator:

Name of Centre sponsoring the associate facilitator (if applicable):

Name contact and contact details:

A copy of this document must be sent to the Centre sponsoring the associate facilitator and to Science for All at Info@ScienceforAll.World, after which it will be stored in a central database accessible to all Centres, in accordance with the relevant data protection laws in respective countries.

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Assessment criteria

Associate facilitators should be judged against these objective criteria in order to confirm that they meet the standards required to facilitate 'Campfires and Science'. They will be judged as 'met' or 'not met'. If marked 'met' this must be independent of support from another facilitator. If any assessment criteria have not been met, the internal verifier will lead a review and make recommendations. This may involve recommending further training and assessment.

Assessment criteria	Met (Y/N)	Comments (optional)
Associate facilitators is able to demonstrate an ability to run certain activities to achieve specific learning outcomes.		
Associate facilitator has demonstrated good planning, including an ability to adapt an activity or resource to achieve a specific learning outcome.		
Associate facilitator has demonstrated good communication, an ability to be flexible in the delivery and planning of learning activities.		
Associate facilitator is able to facilitate an event independently, including overseeing and carrying out appropriate operational requirements, observed relevant any health and safety or equality laws or other relevant responsibilities.		
Associate facilitator demonstrated an understanding of the diverse range of learning needs and met these in an inclusive way.		
Associate facilitator has supplied evidence that they have met the assessment criteria.		

Comments:

Senior facilitator

Print name: Sign: Date:

Assessor

Print name: Sign: Date:

Detailed Science for All facilitator assessment criteria

This document does not need to be completed, but has been included as it may contain helpful things to think about when observing and assessing anyone.

Session Details

Facilitator Name: Assessor Name:

Event: Venue:

Time of session: Date:

Number of people registered: Number of people in attendance:

<u>Evaluation</u>   Outstanding / Good / Satisfactory / Requires Development

Observer Comments:

Key Strengths:

 Areas for Development:

Facilitator Comments:

Signed: (Facilitator)   Date:

Signed: (Assessor)   Date:

Planning

What evidence is there of:

- effective initial assessment of individual needs, interests, aspirations and prior learning which informs learning plans
- clear planning and structure, with effective links to past and planned learning
- clear learning targets and goals (group and/or individual) which have been negotiated / agreed with participants
- a variety of planned learning and assessment activities and styles of teaching or learning, which support achievement of objectives and meet individual needs

Teaching and Learning

To what extent does the facilitator:

- communicate effectively and motivate participants
- stimulate and challenge participants to achieve excellence
- establish good working relationships that foster learning
- show good subject knowledge and familiarity with recent developments in their field
- use a range of teaching and training methods and resources which secure the active engagement of participants
- promote equality of opportunity and actively address issues of gender, race and disability equality
- adapt learning activities, resources and assessments to allow participants to benefit fully from the learning experience
- manage participant feedback and respond to issues raised

Assessment and Achievement

What evidence is there of:

- fair, accurate and regular assessment of participants' achievements and progress
- requirements for recording and accrediting participants' achievements are being met
- Participants understanding the purpose of assessment and their involvement in planning their own progress and improvement
- Participants understanding what they are doing , how well they are progressing and what they need to do to improve
- achievement of good standards in participants' knowledge, understanding and skills
- achievement of agreed learning goals

Resources

To what extent do/does:

- the venue provide a setting for good teaching, learning and support for all learners and offers a safe and healthy environment
- all participants have access to appropriate learning resources that match the demands of their learning
- good quality resources, including any required technology, contribute to promoting learning and allowing all participants to participate

Guidance and Support

What evidence is there of:

- effective diagnosis of individual learning needs
- provision of additional support to meet individual needs
- appropriate support and guidance for participants, taking account of their social, educational, culutral or linguistic background
- promotion of gender equality and challenge of stereotypes in participants' choices and expectations
- partnership working with interested parties
- provision of information on all the opportunities available and impartial guidance that helps participants choose the learning events which are right for them
- induction programmes which help participants settle in quickly, understand their rights and responsibilities and the demands of the event or programme

Best practice

- Was there anything you would do differently after observing?
- What worked well? Why?

Assessor prompt sheet

This is a one page more informal prompt sheet designed to help trigger ideas for assessment.

Preparation – pre-session

- knowledge of manual/resources

- with co-facilitator

Initial welcome/mood-setting

 - welcoming…..warm….

 - aids comfort/safety/enjoyment

- agenda …clear….engaging

Manner of delivery

- eye contact/body language

- voice…clear….good level

- clear paraphrasing

- Did they check everyone in the group understood activities, **including important safety information**?

Listening

- allowing participants' to speak uninterrupted/showing interest

Responses/comments show interest and empathy

- contributions important and valued

- lead to good rapport and group dynamic

- praise for ideas

- no arguing/telling to do…

- reflecting back………open questions

- build on personal strengths

- 'tease out' ideas for change

 Finding solutions – take any opportunity to …

- use group for ideas for solutions…… leaving own comments or ideas to last

Discussion - flexible in allowing it to continue when important/fruitful

- remains focussed

- reined in if necessary

Awareness of needs of individuals?

Time management - start/finish on time?

Appeals complaints and disputes

Senior facilitators who have observed and assessed associate facilitators will judge the individual against objective assessment criteria. This judgement is reviewed by an internal verifier. In addition, senior facilitators will attend standardisation meetings to discuss assessment decisions to ensure that they remain objective and fair.

If the associate facilitator disagrees with the decision of a senior facilitator, disputes an issue or has a complaint that they would not like to discuss with the senior facilitator then they should contact the internal verifier. At the time of writing the internal verifier can be contacted at Info@ScienceforAll.World.

The appeal, complaint or dispute will be reviewed by the internal verifier and they will make a recommendation which will be copied to both the senior facilitator, associate facilitator and the Centre sponsoring the associate facilitator, if applicable. The incident may also be anonymised and discussed at future standardisation meetings.

Observing other facilitators

An essential part of Science for All's Quality framework is ensuring that our facilitators and facilitators share best practice, learn from each other and maintain a consistent high quality throughout all our training events.

We have developed a peer-observation framework which encourages the sharing and development of all the skills and experience of the facilitators trained to run this event.

The intended outcomes of peer-observation are:

· To ensure that innovation is encouraged and shared

· Feedback is given and received in order to encourage continuous improvement

· The development of facilitators is supported

We do not offer training on observation skills, but below are some ideas and tips which may be helpful if you are observing or being observed. *Please note, senior facilitators should ensure that associate facilitators understand this section of the manual.*

How do I observe?

· **Do** sit as part of the group and take part in every aspect.

· **Do not** feel you need to sit 'out' or be separate in anyway, including sitting at the back of the room. This can negatively affect the group dynamic.

· **Do** feel you can be involved in group discussions.

· **Do not** lead activities or discussions or introduce new topics unless you have agreed this in advance with the facilitator you are observing or if the facilitator has specifically asked you to.

· **Do** feel free to tell the group why you are there and who you are. You may consider wording it as 'I'm here today as I also facilitate this event and I'd like to pick up some tips'. If you'd like a more

formal statement, try 'I'm here as part of Science for All's Quality Assurance framework which helps make sure all the facilitators are sharing the best ideas'. There's no need to say you are 'observing' or 'assessing'. If you are unsure how to describe what you're doing, consider discussing this with the facilitator before hand.

What am I observing?

This event is evaluated using Science for All's standard assessment criteria. In addition, each activity has clear aims, outcomes and key learning points. These can be helpful things to use as a reference when structuring and observations.

We've included some generic criteria here to give an idea of what things to look for when observing and giving feedback.

- Evidence of preparation
- Active listening & and positive responding plus use of open questioning
- Controlled and focussed discussion
- Managed time effectively
- Appropriate use of resources (such as handouts)
- Did it cover the key learning points and/or did it match the learning expectations of participants?
- Chairing skills (the ability to manage the group tactfully and inclusively, including aggressive participants)
- Delivery skills:
    - clear speech (right volume and pace)
    - simple language free from acronyms
    - eye contact

Other things to think about:

- Was it interactive?
- Was it presented in an interesting or engaging way?
- Were the learning objectives met?

Here are some more general things to look out for when observing a facilitator:

Are they 'teaching' or telling rather than 'facilitating'? For example, are they encouraging learners to reach their own conclusions through a combination of information and open questions, or are they telling learners what they should think and why? If they are 'telling' too much, tell them!

- Are they encouraging group discussion and including all group members?
- Do they notice and assist 'quiet' or reticent participants?
- Are they mixing up the group enough and encouraging networking – for example, creating different pairings and groupings throughout the day.
- Are they flexible? If the group of learners has specific learning outcomes, can they adapt and change the programme of the day as required?
- Are they assessing the retention of the learners through frequent and subtle informal questioning?
- Are they checking understanding? If they explain an activity, are they going around the room checking people understand it?

Remember - providing honest and helpful feedback to each other can be a really constructive way of developing skills. Please be tactful, but don't avoid constructive criticism. An observer should be seen as a 'critical friend'.

How do I share observations?

This will depend on each individual but often the best way to do this is to sit down and have a short private conversation immediately after the event. Sometimes the best place to start a discussion is by asking '**so how do you feel that went?**'. If you have any notes, you can use these to guide the conversation and share these with the associate facilitator after this conversation. You will be required to share the observation sheet with you centre and the facilitator's. You may wish to fill this in as you go.

- When sharing observations, it is often advisable to 'sandwich' any ideas on how something could be improved between two things which were examples of best practice. This can avoid starting or ending with something which could be perceived to be a negative observation.
- Be specific. When possible, only share comments which will reinforce best practice or help the facilitator improve the learning experience of the participants.
- ave comments on each individual activity, rather than the event as a whole. You may wish to share these with the other facilitator in the form of notes for their reference. If you do have general observations, think carefully about how you will share these.
- Separate comments on the 'delivery style' of the facilitator from comments on the resources used. For example, 'I liked the way you spoke to the group and introduced this topic, but I think some of them found handout 4 too complicated', rather than 'I think people were confused at this point'.

Remember - If you have learned anything yourself and intend to use some tips you picked up from the facilitator, make sure to tell, as they're likely to be very pleased to hear this!

Please note: If you have any serious concerns or doubts about the facilitator, whether it be ability or actions you may wish to contact your centre or their centre before passing this feedback onto the person you have observed. If there are serious concerns (including safeguarding), the centre may wish to investigate further or possibly arrange further observation or development.

Finally:

The most important thing is that everyone feels that observing and being observed is helpful. While the formal purpose of observation is to ensure quality and consistency, informally it's a chance to share ideas with other facilitators and support each other in being part of a wider community of facilitators. All these notes are for guidance, so make it work for you!

Becoming a senior facilitator

Some associate facilitators may wish to develop their skills and be trained to train other facilitators.

This decision would need to be supported by the centre which has sponsored your development and Science for All should also be informed. It is recommended that an associate facilitator should have run between 3-5 events before training other facilitators. They should also secure a reference from an existing senior facilitator they have worked with.

How to train associate facilitators

Each associate facilitator will have their own style and ideas, as will each senior facilitator. Rather than set out clear instructions as to how a senior facilitator should train new associate facilitators, below are some guidance notes for senior facilitators training new associate facilitators at each stage of their development.

Throughout the process of training facilitators, the "Facilitators' Manual" is always the best place point of reference. This has clear learning aims, outcomes and learning points which should be constantly referred to.

The most important role of the senior facilitators is to support the new associate facilitators developing their own ways of achieving the learning outcomes, rather than telling them how to run activities or give them a 'script'. While initially, in practice, the new associate facilitator may chose to closely mimic the facilitator, any innovation by the new facilitator should be encouraged and evaluated. This may include the development of new resources or activities.

Finally, it's worth mentioning that this is by no means a one-way process. Encourage new facilitators to ask questions and challenge you on why you do things in certain ways. Always be ready to explain and adapt yourself!

Pre-training

Anyone who is interested in being a facilitator should have attended and participated in a event before they can begin being trained as a facilitator.

Once they have expressed an interest, they should be given the "Facilitators' Manual" to read through. It is advisable that they are given the manual associate facilitator after attending as a participant so that they can initially see it through the eyes of a participant, rather than a facilitator.

Aim: To provide an opportunity for people interested in becoming facilitators an idea of how the event is run.

Outcome: Potential facilitators will be able to explain the role of 'facilitator' and the aims and outcomes of the event 'Campfires and Science'.

First session - shadowing

Aim: To provide an opportunity for the associate facilitator to gain experience in how the facilitators' manual and other resources are used to achieve specific learning outcomes.

Outcomes:

·   Associate facilitators will be able to demonstrate an understanding of why certain activities achieve certain learning outcomes

·   Associate facilitators will be able to demonstrate their facilitation skills by leading on some pre-agreed activities

·   Associate facilitators will be able to explain how they might use and adapt resources when leading activities at the next session.

Before the first shadow-session – the senior facilitator training the associate facilitator may wish to speak or meet to agree which activities the associate facilitator feels confident in leading or joining in with. This will vary but it is suggested that the senior facilitator leads a majority of the activities to

provide an opportunity for the associate facilitator to reflect on why the senior facilitator chose to run certain activities in certain ways.

A good first session for an associate facilitator to run is 'What is research?'.

After the event, the senior facilitator and the associate facilitator should discuss the session, highlighting areas that went well, and exploring what could be improved. The senior facilitator should encourage the associate facilitator to suggest ways that it could be improved.

We recommend that a total of one hour should be needed for a pre-brief and a de-brief. This would equal a maximum of one hour of generalist work for the senior facilitator. Anything over this must be agreed in advance with Science for All in accordance with the 'Ways of working' document.

Second session – leading with support

Aim: To provide an opportunity for new facilitators to gain experience in using the facilitators' manual and other resources to achieve specific learning outcomes.

Outcomes:

· Associate facilitators will be able to demonstrate an ability to run certain activities achieve specific learning outcomes.

· Associate facilitators will have demonstrated an ability to adapt an activity or resource to achieve a specific learning outcome

· Associate facilitators will have demonstrated an ability to be flexible in the delivery and planning of learning activities.

As much as possible, encourage the associate facilitator to lead the day. They should certainly introduce the day and do the welcome and introduction. They should be running a majority of the activities which should be agreed beforehand. With some they might not still feel confident leading on, and the senior facilitator should lead these.

If at the end of this session the senior facilitator and/or associate facilitator feel that they need another chance to lead with support then this should be arranged before the associate facilitator proceeds to being assessed.

The senior facilitator should be prepared to give detailed feedback on each session that the associate facilitator ran, as well as some more general feedback.

We recommend that a total of one hour should be needed for a pre-brief and a de-brief. This would equal a maximum of one hour of generalist work for the senior facilitator. Anything over this must be agreed in advance with Science for All in accordance with the 'Ways of working' document.

We recommend that people leading the on their second session should be paid at the generalist rate of $50 an hour.

Third session – assessment

Aim: To provide an opportunity for associate facilitators to gain experience in using the facilitators' manual and other resources to independently run an entire event to achieve specific learning outcomes.

Outcomes:

- Associate facilitators will be able to demonstrate an ability to run certain activities achieve specific learning outcomes, independent of support from a senior facilitator.
- Associate facilitators will have demonstrated an ability to adapt an activity or resource to achieve a specific learning outcome, independent of support from a senior facilitator.
- Associate facilitators will have demonstrated an ability to be flexible in the delivery and planning of learning activities, independent of support from a senior facilitator.
- Associate facilitators will feel confident and able to run a event independently.
- Associate facilitators can supply evidence that they have met the assessment criteria.

The senior facilitator should not **need** to step in or lead at any point but should feel more than welcome to add or contribute to discussions. In every other way, they should include themselves as part of the group and participate.

We recommend that people leading for their final assessment should be paid at the specialist rate of $100 an hour.

Who does what when organising a 'Campfires and Science' event?

This section is intended as an overview of the entire process of organising an event. There is a detailed event checklist and timeline here.

Stage	Science for All admin	Centre (if applicable)	Facilitator
Initial request	A request to run a event comes in to Science for All. Establish if the organisation has the budget to pay for a venue.		
Agreeing date and venue	Once the centre has agreed a date and venue, add this to the central database and promote as appropriate. Ensure they have seen the venue advice.		
Registration	The centre should lead on registration and collect the information specified here. We can offer to set up an eventbrite page for people to register if they wish.	Centre to collect registration information and send to facilitator 5 working days before the event.	Facilitator to receive registration information, confirm participants and planned day are matched appropriately.
Promotion	The centre leads on this, but if numbers are not above 15 three weeks before contact Science	Centre to lead on promotion and to let Science for All know if	

		numbers are not above 15. If the event will be cancelled, we recommend paying the facilitator if they are given less than 10 working days notice. Be clear about paying travel expenses for participants in promotional material.	
	for All urgently. Science for All can support with promotion on social media. Ensure the centre is clear about paying travel expenses for participants.		
Quality assurance	1. Ask the centre to provide copies of the feedback forms and store appropriately (e.g. for future analysis/follow up feedback) 2. Ask the facilitator for the self-evaluation form	Send feedback forms and facilitator self-evaluation form to Science for All	Send the centre and Science for All a self-evaluation form.

Facilitator training checklist

1. If they have been recruited as a facilitator, add them to the central database
2. If you have a Memorandum of Understanding with the organisation, make sure you know where this is stored, if there isn't one, consider drafting one.
3. Ensure the centre sponsoring them has completed a working agreement document with the facilitator being trained and that they know when and how they will be paid. Store a copy of this if possible.
4. Every time they have completed a stage of training, ensure appropriate Science for All documentation is updated
5. Once completed, request the two required assessment documents and store centrally.

Checklist and timeline when organising an event

Rather than state who is doing what, this list is meant to be a helpful guide of things to check have been done. In some cases, local Science for All contacts will need to be involved with some of the promotion.

Before

Agree logistics

- When working with partner organisations agree who is doing what - for example event registration. Consider setting up an Eventbrite – and check form with Science for All contact before sharing
- Have a model where people can come free for or chose to pay (10 – 20 – other) as a suggested donation. Make it clear we don't keep records of who pays and who does not.

Time and place

Agree a time and place as soon as possible ideally at least 3 months in advance, with a minimum of 6 weeks in advance if it is a location which has been used before with an established community.

Permissions

Land-owners and traditional owners

- Ensure land-owner is aware of the event - secure written confirmation when possible (ask for an email if speaking on the phone)
- Contact traditional owners and involve them appropriately (see 'Working with traditional owners and indigenous peoples')

Remember: always request any permissions in writing, and be sure to secure them from land owners, not groups operating on land which may belong to others/the State.

Permits
Have relevant permissions and permits been granted and **shared in writing**? For example are you planning a campfire, drone flight or restoration activity?

Confirm with the land-owner, local government and other appropriate organisations what permits might be required. For example, permits for:

- Events
- Open-fires
- Firewood collection
- Serving food
- Research
- Camping
- Noise
- Other relevant activities

Ensure any permits are shared with Science for All in advance, **in writing**.

Planning and promotion

- Has the date been agreed?
- Where is it being held? Is there a group or location in mind? Can the venue be booked or reserved?
- Has the date been added to the shared calendar?
- Have relevant local organisations been contacted (schools, libraries, councils)?
- Have relevant community groups been contacted?
- Have posters been out up in local chemists/libraries/local news outlets/social media?
- Has a local press release been issued?
- Are facilitators going to be talking to any groups?
- Is it on the local council's website?
- Do local library staff know about it?
- Have people interested filled in an application form?
- Has this information been given facilitators to check participants are appropriate?

Digital communications

At least 6 weeks before (ideally 12):

- Agree dates with relevant organisations and speakers
- Create a poster with the date (at least 6 weeks in advance so it can be shared in newsletters - e.g. RSV newsletter)
- Agree on speakers and planned events (optional participation)

At least 6 weeks before update the Science for All events page with:

- Time and Date
- GPS locations and correct street address
- links to the Eventbrite registration
- Share itinerary - (itinerary template here) and event information (including information about food)
- Share link to kit list (what we bring, what people need to bring)
- Statement on photography: "Please note that photos may be taken at this event and posted and shared online in the public domain. If you do not wish to have your photo shared (or

anyone who you are a legal guardian of) please contact the organisers. For more information contact infor@scienceforall.world"

- Share the facebook event link on Instagram and Twitter etc (note, if the event needs to be limited in size, then make sure that appropriate links go to an eventbrite page instead and the facebook page is just another portal to this)

Repeat reminders at least once a week up until the event - with a call for people to confirm attendance 2 days before.

Travel

- Has travel and accommodation been booked for the facilitator(s)? Is the hotel as near to the venue as possible?
- Has Science for All facilitated any car-pooling or offered to pay any travel expenses for participants?

Food

- Will breakfast, tea and coffee be provided in the morning?
- Has food and drink been booked for lunch? Are there dietary requirements? Do the facilitators have this information?
- Has an evening meal been planned? Are cooking facilities organised? Has food been organised?

Conditions and safety

Check the weather two days before and agree who is making a decision and when. Seek advice from local experts when appropriate and do not rely solely on weather forecasts.

- Are there any relevant weather, bushfire, planned burns, flood or other warnings?
- Has the venue been asked to provide anything (for example, firewood)?
- Does the facilitator know what time the venue opens and closes (including locked gates)?
- Do the facilitators have any contact numbers they might need, and mobile signal range blackspots and other emergency communication protocols
- Is the condition of the road safe and has it been checked 24 hours in advance (including weather forecasts)

Essential information and communication (including emergency communications)

- Does the local fire service or relevant emergency services know this event is being organised?
- Does the facilitator have any travel tickets and hotel details?
- Has the participant list of registrations been sent to the facilitator? This could include what professional or voluntary role participants have and/or what they hope to get out of the event
- Does both the facilitator, centre and admin team have a list of emergency contact details, and agreed channels of emergency communication (for example, Twitter).
- Are relevant people trained in using the satellite communicator, and has it been booked for the event and organised for pick up?

Venue and location

Agree kit list for organisers

Agree who is bringing what - the full organisers' kit list is here. Be sure to go through this in advance for EACH camp and double check who is bringing water and food the day before.

On the day

- **Register people -** Gather names as people arrive (details in a google form/paper)
- Set up camp
- Get people to gather fire wood and build campfire if planned
- Refer to 'Facilitation guide'
- Formal introduction
    - Welcome and introductions
    - Short (two min) introduction about what 'Campfires and Science' is and the work of 'Science for All' (and mention any relevant partner organisations)
    - Safety brief, identify first aiders and medical kits etc, and location of emergency satellite communicator
    - Plans and logistics (day, evening and morning etc)

After

- Do facilitators know where to send their expenses and feedback forms?
- Does the facilitator have any additional feedback?
- Have the feedback forms been stored on the shared drive?
- Has any relevant feedback been given to the venue
- Have all feedback forms been sent to Science for All
- Have photos and videos from the event been shared with Science for All and stored appropriately?
- Have any research data or activity logs been shared with Science for All and any other relevant contacts?

3 months later

- Have the feedbacks been followed up 3 months later?
- Have any relevant STARDIT reports been updated?

Itinerary template

Location: [insert GPS co-ordinates and street address]
Walkie Talkie channel: 54

Task	Alternative option	Time
Arrive		3:30pm
Set up tents/ tarp / gather wood		4pm
Cook/heat up food and eat		4:30pm
• Introductions and plan for evening • Small talk about forest animals and how to Stag Watch. • Agree groups for each trip in • Tech familiarisation in camp (passing around cameras etc)		530pm
Leave for stag watch	Stay in camp around fire	6:20
Arrive and begin stag watch		6:45
Come out of forest and do a small walk along the roads nearby		8pm
Back to camp		8:30
Surveying bush bashing into coupes.		9pm
Finish come back to camp - share stories		1am
Sleep		
Breakfast	Stay in bed	9-10
Talk about morning tasks		10
Tree measuring and stag identification		10:15
Finish and pack up		12pm
Hiking - led by…?	Back to Melbourne	

Kit checklist for events

- water dispenser
- esky
- suncreen
- bin bags
- bog rolls
- camp oven
- esky
- camp chair
- tarp kit
- digital camera
- axe / splitter
- bowsaw
- spade
- butane cartridge stove
- chopping board
- cooking utensils
- country cooker (LP gas)
- gas bottle
- large pot
- plastic cups
- plastic cutlery
- plastic plates
- camp stools and chairs
- large plastic crate
- mallet
- camp oven
- camp stove
- esky
- gas bottle
- gas bottle
- gas lantern
- firelighters
- firewood
- kindling
- nature fieldguides
- pamphlets
- compass
- GPS device
- laptop
- maps
- hand sanitiser
- large tarp
- drone
- group headtorches USB

- handheld CB radios
- LED torch
- spare head torches
- spot light
- walkie talkies
- bowsaw
- first aid kit

Facilitator support

While support for facilitators should come from the centre in the first instance, there is an online Loomio group for facilitators who are trained and being trained.

The group can be found here: [To be established – contact info@scienceforall.world]

If you would like to be invited, please email info@scienceforall.world

Group Description: A space to share learning and ideas to improve Campfires and Science.

Terms of reference:

Vision, objectives, scope and deliverables

·	An online space to share learning and ideas to improve Campfires and Science.

·	A place to host discussions about improving resources and creating new ones

Stakeholders, roles and responsibilities

·	Invitations will be sent to facilitators who are trained or being trained to facilitate Campfires and Science.

·	We hope it will operate as a community of practice, where ideas can be shared and improvements to resources and facilitation can be discussed.

·	Relevant Science for All staff members will also have access to the forum (info@scienceforall.world). This is not a formal channel of communication to Science for All and the above email address should be used for formal questions and feedback etc.

·	The group will have ownership over who is welcome to join, observe or add to discussions.

·	Membership can extend to anyone interested in facilitating learning and developing for public involvement in research, although the group can chose to change this if appropriate.

·	All new facilitators being trained should be invited and welcomed as soon as possible.

·	The forum will have a special role in 'owning' and adapting the Creative Commons resources for Campfires and Science. While the PDF version is in the public domain, the editable word version will be shared here. In order to maintain consistency of versions, Science for All asks that this document is shared only when necessary, with the online PDF being the best document to share publicly. If you have any questions please contact info@scienceforall.world)

·	Science for All may be interested in updating these resources in the future and this forum can hopefully support the continuous improvement of these resources.

Self-sustaining

·	 This forum is independent and is not owned by anyone. The group is to be a useful community of practice and members are encouraged to be open and honest about the best way of achieving this, including renewing these terms of reference when appropriate.

Detailed contents index

References

1.   Nunn JS. *Building Research Partnerships: Facilitators' Manual and Resources*.; 2014. https://web.archive.org/web/20160322071838/https://learnzone.org.uk/downloads/building_research_partnerships.pdf. Accessed September 24, 2020.

2.   Science for All. Science for All - Ways of working. https://ia801700.us.archive.org/14/items/science-for-all-ways-of-working-v-7-approved/Science for All - Ways of Working V7 %5BApproved%5D.pdf. Published 2019. Accessed March 7, 2022.

3.   Science for All (charity). *Science for All Values Statement*.; 2019. https://ia803004.us.archive.org/14/items/ScienceForAllOurValuesPublicConsulatation10.5.19/Science for All - Our Values - Public Consulatation 10.5.19.pdf. Accessed August 27, 2021.

End of document

This is the end of the document. Thanks for reading!